The Filipino Teacher

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The Filipino Teacher

A MONTHLY JOURNAL PUBLISHED BY THE PHILIPPINE TEACHERS' ASSOCIATION

VICENTE DIAZ, Editor

VOL. III	MANILA, DECEMBER, 1909	No. 7

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EDITOR'S PAGE

CHRISTMAS GREETINGS

While from every side the bells of Christian lands in silvery tones proclaim the coming of that cold December morn when CHRIST OUR LORD was born; while the angels above and mankind below in happy chorus sing "Praise on High and Peace and Good-will Below;" while kindly words of cheer and endless love everywhere reign supreme, we wish our friends:

A MERRY CHRISTMAS
AND A
HAPPY NEW YEAR

"May the joy of this Christmas reach all far and near,
May the message of Christmas to all hearts be clear;
May it sooth every sorrow and dry every tear,
May it bind closer to us each soul that is dear,
And the spirit of Christmas last all through the year!"

RIZAL DAY As one reads the words that head these lines there appears in his mind the calm, noble figure of a man whose life has been one of complete self-forgetfulness and a perfect example of what a man's true love for his contry should be. As one ponders at the story of this man's life, he can not but have an unconscious admiration for genius and express doubt at the righteousness of human's justice.

To the Filipinos, that first Rizal day thirteen years ago, was the culmination of the unbroken chain of unhappy facts and events in their history which justified them in the eyes of the world in their wish of separating themselves from Spain, their mother country. The execution which took place on that day was the last of the long series of executions undertaken by those in power in their vain hope of wiping out of existence any educa-

ted Filipino who dared raise his voice against their arbitrary rule. The circumstances culminating up to the tragic death of the man in whose honor this day has been named, are well known to all. The place he held in the estimation of his countrymen and the friendship that connected him with influential men abroad are no secrets to us. His return to Manila from Hongkong in 1892; his being arrested on the charge of anti-religious and anti-patriotic campaigns of education; his four years exile to Dapitan; his departure from the Philipines to join the Spanish forces in Cuba in the capacity of army surgeon; his recall while en route to be tried for "sedition and rebellion," and lastly his execution on that memorable field where hundreds of his countrymen faced death in the cause of Right, are topics too well-known as to necessitate further mention here.

We believe, however, that a few remarks on the yearly observance of RIZAL DAY would not be out of place.

In what maner can RIZAL DAY be fittingly observed? Let there be public parades, let there be literary entertainments but let not the observance of the day end here. Public parades and literary entertainments are but outward manifestations of tribute to the memory of a man, and while they are by no means objectionable, still they do not make the observance of the day complete. Rizal, whom we justly love to call our martyred hero, lived and died for the sake of his country. Can we on every anniversary of his death honor him better than to faithfully follow his wise teachings? Can we who love our country and work for its advancement have better guides than the worthy examples set by Rizal, Mabini, Del Pilar and others?

Let us then celebrate RIZAL DAY by following the wise teachings of the man in whose memory we dedicate the day. Let his name be in every Filipino Home. Let mothers repeat to their children Rizal's life; let the school teacher make his pupils see the excellent traits in Rizal's caracter while a boy, which enabled him later to become the learned man that he was; let every newspaper contrast Rizal's attitude towards his country and some of the present day patriots whose personal ambitions all tend to the glorification of the selfish "I". Thus and only thus can RIZAL DAY yearly celebrations be properly and fittingly held.

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Extracts from the Inaugural Address of the New Governor General

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"Fellow countrymen:—When a man undertakes the guidance of the Ship of State, it is customary for him to announce the course that it is his intention to steer, to proclaim so far as may be the goal which it is hoped to reach. It is profitable at such a time to look back to the instructions under which others have previously assumed direction of the same ship, and with these fresh in mind face the problems of the present and prepare our plans for the future.

"Among the names of those who have directed the initial policy of the American government in the Philippine Islands, are those of William McKinley, Theodore Roosevelt, Elihu Root, William H. Taft and Luke E. Wright. The Philippine Islands have indeed been fortunate in having received the services of such men as these, men who have directed the affairs of the United States from the commanding positions of President, and of Secretary of war. The original work done by the Navy of the United States under Admiral Dewey, and later the fine work of the Army and of the beginnings of civil government under the notable General Otis and McArthur will always deserve a tribute of admiration and respect.

"The initial period is always the one which requires the most intense application of effort, the highest order of ability, and the wisdom of the choice of President McKinley for the position of first Civil Governor of the Philippine Islands has been abundantly proven and ratified by the overwhelming vote which elected Mr. Taft President of the United States last November. He had served these islands first as President of the Commission, then as Civil Governor, then as Secretary of War, and now he is completing the full measure of service by directing their affairs from the highest position within the gift of the American people.

"I can not pass by this period without pausing to dwell for a moment on the services of that noble friend of the Filipino, Governor General Wright, whose far-sighted wisdom has woven threads of order throughout the fabric of Government which have vastly strengthened its usefulness and efficiency.

"There has never been the faintest shadow of a doubt cast upon the official or personal integrity of any one of the first four Governors that succeeded each other in the administration of these islands.

"The foundations of our work have been so systematically laid and the plans so comprehensively prepared that a man of far less ability than these may hope to carry on the affairs of the Government and achieve a success impossible but for the work of those who have passed before. It is indeed difficult. To emulate the virtues of the last retiring Governor General, whom al of us had learned to love so well, one canonly use the superlative degree in describing his rectitude of purpose, his devotion to duty, the spotlessness of his personal integrity. He would indeed be a rare character who could in any of these respects compare favorably with James Francis Smith.

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"Analyzing the instructions of President McKinley, we may fairly take as the goal toward which we are to steer the happiness, peace, and prosperity of the Philippine people. In so far as the people are to-day happy, peaceful, and prosperous we have succeeded; in so far as the people do not enjoy these blessings we have not yet achieved success. The people are to-day peaceful. We can concentrate our attention in bringing prosperity to the Philippine people, secure in the belief that under just and equitable laws, under a wise and firm government, with that freedom of thought, of speech, of worship, of labor and of opportunity which now prevail, happiness will not be found far away when the means of procuring it are abundantly at hand.

* * * * * * *

"Another direction in which the energy of the Government can be profitably employed is in checking the infant mortality, which continues at a most alarming rate. Care of infants will result in an increase in the number of the population and in the physique of the children, which cannot fail to be most beneficial to the islands.

"There is no agency more potent in creating good citizenship than is the ownership of land. It is necessary that the owners of land should be provided with registered titles, to use as security for loans or that they may be able to sell without there being the probability that the purchaser has acquired only a lawsuit. It is my purpose to provide for a complete survey of all the parcels of lands in each municipality. I should like to, so arrange matters that a judge of the Court of Land Registration may be at hand to fix the ownership to each parcel as surveyed, and when fixed the Government will give title to the land on the basis of division of expense of the same, the owner repaying somewhere from sixty to eighty per cent of the cost, in easy instalments. This will save much of the traveling of surveyors and greatly reduce the cost. The Agricultural Bank and Postal Savings Bank will then be able to make advantageous loans and greatly assist agriculture.

* * * * * * *

"I WANT TO SEE EMPHASIS LAID UPON THE IMPORTANCE OF THE PRACTICAL SIDE OF INDUSTRIAL AND AGRICULTURAL EDUCATION. Success in agriculture and industry are the things sought, and they can be best taught, and one might say only taught, by those who have themselves achieved success. Our agricultural schools should be made self-supporting, so that their products should pay the cost of the labor which is done on them, and something more.

"I should like to see every one of the two million children of school age in these islands receiving an education. The thought is grievous that any boy or girl in the Philippine Islands wanting to get an education should be unable to do so because of failure of the Government to provide facilities, and yet the resources of the islands have not developed to a point where I feel that we are justified in largely increasing the appropriation for education. Were there necessary facilities, I should not be opposed to a law providing for compulsory education. THE AMOUNT OF EDUCATION WE SHALL BE ABLE TO ACCOMPLISH IN TEN YEARS WILL BE VERY MUCH GREATER IF WE DEVOTE OUR FIRST MONEY TOWARDS INCREASING THE WEALTH OF THE PEOPLE AND LATER USE THE RESULTING INCREASE OF REVENUE FOR EXTENDING OUR EDUCATIONAL FACILITIES. I liken the work of the government on irrigation and improvement of transportation to cutting the strings which close the mouth of a purse of gold. The gold will pour forth and yield enough for all.

"It is my hope that the Philippine University will soon establish, among other technical schools, a school of engineering, so that the important works of these islands may be placed gradually into the hands of Filipinos.

"The Filipinos is as quick as any person to indulge in desirable and health giving forms of amusement. Nothing could be better for the Filipino than stimulating his interest in wholesome outdoor sport, to develop the boby and divert the mind. In the large cities of the United States it is a well-known fact that crime decreases in the neighborhood of playgrounds for children and I hope the time is not far distant when every city in the Philippine Islands will maintain a plaza where children and young men and women can indulge themselves in healthy outdoor recreation. A strong body is earnest of a mind ready to work and to endure, and the young men and women of the

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"In matters pertaining to religious beliefs and observances, I shall carry out the American policy of religious tolerance. Every man has the right to worship according to his own belief. The Government will not interfere with the customs, manners and preferences of the people in so far as they observe our laws, which are framed in accordance with accepted usage in civilized countries. All churches will receive protection under the law for the proper conduct of their affairs and in regard to their property rights.

* * * * * * *

"There has been a constant increase in the number of Filipinos in the classified civil service, which has grown from 49% in 1903 to 55% in 1905, 60% in 1907, and 62% in 1909, according to the last returns.

I want no better men than the present officers and employees of the Government, American and Filipino. They compare favorably with any set of men I have ever seen as regards ability and fidelity to duty.

"To the Filipinos I say, turn your undivided attention to the material development of your country and rest confident in the good faith of the United States.

* * * * * * *

"To the Americans I say, those of you who wish to see the fullest measure of American success in these Islands should deal courteously with the Filipinos. Speak him fair; deal with him fairly and look after his interests as though they were yours, as indeed they are.

* * * * * * *

In friendliness, in co-operation, there is strength, in recrimination, in hostility, there is weakness. Let us all reach out the hand of friendship to our neighbor and endeavor to promote an era of good feeling, of ample confidence, of mutual respect, and of co-operation, that we may all secure the realization of the main object, TO THE ATTAINMENT OF WHICH ALL THE ENERGIES OF THIS ADMINISTRATION ARE HEREBY PLEDGED, NAMELY, THE MATERIAL PROSPERITY OF THE PHILIPPINE ISLANDS.

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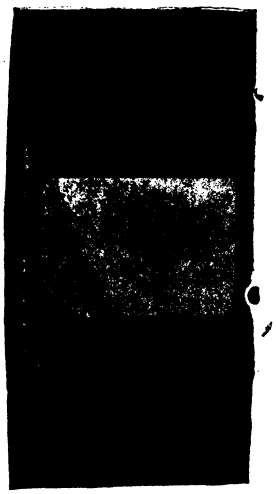

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WOMAN'S PAGE

Character Training.

Character training is helping the children form habits that make them good men and women.

The object of Public Schools is to make the best possible citizens. Good citizens must be intelligent and honorable.

To be honorable a person must have self-control and respect for the rights of others. He must be trustful, clean, honest and reliable.

The first habit we must fix in the minds of children is cleanliness. Let us teach them that nothing is good that is dirty—no matter how much care, time and money is put into it. Let us teach them how necessary it is to have a clean body, if we are to have good health

Before the children begin to work let us take a quick look at their hands and send any to wash who is not clean.

Before dismissing let us take a quick look at the floor and require each pupil to keep the floor about his own seat clean.

Children must also keep the school yard clean. Any one who marks about the school building or on their books must make the place clean again.

Let us devote five minutes each day to the teaching of maners and morals—pure and simple—although in every period we are teaching Character training, but these five minutes will be for the teaching of customs as regards right and wrong.

We will teach the common courtesies, saying—"If you please,' and "Thank you" and Excuse me." Teach your pupils to take off their hats to the ladies and their school-mates when they are with any of them, and to other persons especially the old.

Do away altogether with the military salute. Teach them, if they wear coats, they must keep them buttoned and the other marks of living. But above all teach them

(Continued on page 7.)

"Valuable Hints to Teachers" and "Series of Duties" (*)

II "PUPILS' DUTIES"

I. "Duties of Pupils to Themselves"

1. To remember that promptnes, energy, patient industry, enthusiasm, and earnestness are the surest reliance for success in student life as well as in business life.
2. Teach your pupils to remember that there is a time and a place for play, for work, for study and for rest, and that the school-room is the place for study.
3. Teach your pupils to feel the importance and the great value of time and to learn how to improve it.
4. Teach your pupils to be always neat and tidy in dress and person.
5. Teach your pupils to cultivate a cheerful disposition.
6. Teach your pupils to be kind and polite to all.
7. Teach your pupils to do their very best in every work and exercise.
8. To cultivate that self-reliance which always commands respect.
9. To obey the laws for securing and preserving perfect physical health.
10. Teach your pupils to be truthful and use good language on all occassions.

II. "Duties of Pupils to School-mates"

1. To be kind and courteous to all.
2. To be guilty of no rudeness.
3. To avoid tail-bearing.
4. To speak of no ill of others
5. To avoid wasting the time of school-mates.
6. To protect the weak and unfortunate.

(Continued on page 7)

* Continued from our November number—Editor.

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CHARACTER TRAINING

(Continued from page 6)

that politeness is not a form. It is not using a set of "Good expressions" or a profuse use of compliments with elaborate gestures, but it is *true* kindness.

Try to create in your school a spirit of kindness for one another and kindness for the lower animals. Lead them to feel how cruel and cowardly it is to hurt anything dumb. When they think about the matter, when they realize that anything that has life is capable of suffering they will understand the justice in what you say.

Talk with them about throwing stones, about fastening strings to birds and letting them fly only to bring them in again wounded and suffering.

Talk with them about putting pins through butterflies and swinging beetles on a thread to hear them buzz—and the thousand and one cruel and heartless things we see so often done by the children.

Let what you see suggest yout lesson. Be sure you do not suggest any wickedness by your talk. Make your pupils think that it is a contemptible and mean thing to make anything suffer.

If you can awaken a spark of humanity in the heart of the young Filipinos you will certainly be doing much good for your country.

"He playeth best who loveth best,
All creatures great and small,
For the same God who loveth us,
He made and loveth all."

Let us insist on more cleanly personal habits for the scholars. First of all work to stop the spitting. This is a nasty habit besides one that spreads desease. If you stop to think what becomes of the matter that is thrown upon the floor you will realize the truth of this. The water evaporates and the impurities are blown about in the air taken again into our bodies in the air we breathe. If the child has any desease, all in the room are exposed to it.

This spitting is more a habit than a mecessity and there is no reason for healthy children spitting continually. You will not find this custom anywhere in the polite society of the great nations.

(Continued on page 8.)

VALUABLE HINTS, ETC.

(Continued from page 6.)

III. "Duties of Pupils to Teachers"

1. To be dutiful, polite and respectful to the teacher.
2. Proper explanation for absence and tardiness.
3. To obey promptly and cheerfully all directions given by the teacher.
4. To do all in his power to help the teacher, to sustain order.

IV. "Duties of Pupils to Property"

1. Never injure in any way school property.
2. To use, guard the public property as carefully as if it belonged to parents.
3. To return every article to its place after using it.
4. To keep the books covered and learn how to use them properly.
5. To keep the desk and its contents in good order.
6. To keep the floor below the desk clean.
7. To be careful in the use of ink, not to stain the desk and floor
8. To see that shoes are clean before going to the school-room.

"SCHOOL GROUNDS"

(Other Seeds of Importance)

The school building with its surroundings represents the average culture of the community. Intelligent communities embody in their school houses the conviction that nothing is too good for childred.

I. Location of Grounds

1. Central and accessible center of population as well as geographical center needs to be considered.
2. Commodious and suitable.
3. Healthful and beautiful

Healthfulness depends on:
(a) Elevation.
(b) Drainage.
(c) Nature of the soil.
(d) Remoteness from marshy and swampy grounds and stagnant water.

(Continucd on page 8.)

Sir! –

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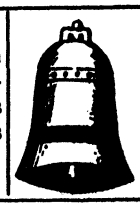

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CHARACTER TRAINING

(*Continued from page 7*)

If the children spit on the floor have them take a brush and water and make the floor clean. Every child should keep the floor about his own seat clean.

Sometimes the children have on their bodies sickning sores that give off a very bad odor which poisons the air; besides, being most unpleasant for all who are near them. These children should not be allowed in a crowded school-room. The health and comfort of a whole class must not be sacrified to one child.

This is a matter however, that demands judgment and common sense on the part of the teacher. Work to have children come to school clean and attractive.

We must create in the children a respect for the school house itself.

The church and the school house have the same aim, to make better men and women,—and the school house is as worthy of respect as the church itself. The hat should be taken off, and the cigarretts be thrown away upon entering it. There should be no romping or rough play in the school house;—the place for that is in the yard I can not say enough against marking with pencils, chalk or knife.

Teach your pupils to respect all public property.

Since the aim of the school is to make good citizens, we must bear in mind all the time that we, as teachers, are modeling men and women just as the potter makes the olla; every stroke of the potter tells on the finished vessel, so we must every day see that all of our efforts go toward the development of the man and woman.

Let us remember that however old a person may grow, he never forgets his school days and the thoughts of youth are long, long thoughts.

In our school room we must have rules enforced so that our work may go quietly and without interruption, and by keeping of these rulues, by obedience and courtesy and regard for the rights of others, the child learns to control himself and to work with his fellows and these are lessons which will help him through life.

(MISS) FRANCISCA DE LOS REYES.
Municipal Teacher of San Felipe School.
Zambales.

VALUABLE HINTS, ETC

(*Continued from page 7.*)

II. The Plan of Grounds

Each district should have its own plan. Given plans are suggested but it is not always wise to copy them. Individuality should characterize such place. School buildings and grounds should represent the highest culture of the community.

III. Improving and Preserving Grounds

1 Teacher, a natural leader in this as well as in all educational work. He consults plans and directs. He enlists pupils and patrons.

2. Each child is a protector as well as a constructor. The work for the most part should be done by the pupils. Each one should be trained to take care of every shrub and flower. In this way our youth may be educated to respect public property and public grounds.

IV. Advantages of Suitable School Grounds

1. Invigorating and healthful exercises are encouraged.

2. Games on the play-ground will do much to remove restlessnes in the school room,

3. Good school-ground brings about better physical conditions and this promotes study.

4. The cultivation of taste and refinement is fostered.

Plauntiness said, "never could eyes that have not been made sun-like, have seen the sun; neither can the soul that has not become beautiful see beauty. It is beauty that enables the soul; that raises it from the low and selfish desires of earth, to be akin to God."

Beauty adds but little to the cost. It is an affair of proportion, of form, of adoption of color. Nothing gaudy or stravagant. A building, (school) beautiful in all respects, cultivates the taste of the entire community; it delights it elevates, it pays.

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The Discipline of the School Room.

Some teachers usually find, or think that they find, the greatest difficulty in the discipline of the school room. They may be mistaken in measuring the difficulties. Lack of ability to teach well is not so apparent to their inexperiences as is the evident disorder of their pupils. And it is true that no good teaching can be done in the school which is badly disciplined. It may be well, therefore, to consider the purpose and the means of school government before attempting to discuss methods of teaching.

There are two immediate and important ends in view in the discipline of the school. There must be enough quiet system to enable the daily work of the school to move on easily and without friction or interruption; hence certain rules and routines are agreed upon which will facilitate the doing of this work. But while this end is important, the second is far more so. Through compliance with these rules and habitual obedience to the teachers' direction, as well as habitual regard for the rights and privileges of others, the child grows to a power of self-control and an ability to work in harmony with his fellows. In too many school-rooms is this greater aim overlooked, and the discipline is made a mater of the present moment, having to do with the school-room tasks alone. But the manner in which the child works at this task, or yields to authority, and the spirit in which he learns to restrain his impulses and to guide his wayward thoughts have to do with the growth of his character. The effect of the school-room discipline is lasting. It tells for good or evil upon the future life of he child. It helps him to become a thoughtful, helpful, law-abiding citizen, or leaves him a weekling where he should be a man. It results in habits of clear thinking, power of attention and capacity for work, or in dull indifference. Every school-room exercise helps toward some one of these ends. The means of discipline, its spirit and purpose, ought then to be carefully considered by every teacher.

Good discipline is reasonable, not arbitrary. As far as possible, the child should understand the reason for the teacher's requirements. Whispering is forbidden, not because it is wrong in itself, but because it draws the attention of the whisperer and his mate away from the work they should be doing. It is not wrong to ask a question, but is unwise to interrupt a class recitation in order to do so. The pupils who are reciting are thus defrauded of a part of their time. Even the youngest children will readily recognize the need of restraining their impulses to speak or move or play, when the gratification of their desires would interfere with the work or the enjoyment of others; and through such a teaching and training they come to their attitude which all citizens of the republic should learn. They know the meaning of liberty under law.

There is a wide difference between the spirit in such training and that which allows each child license to do as he pleases, without regard to the good of his neighbor. In such a school freedom does not exist; rather lawlessness reigns supreme. The teachers fail even to accomplish their immediate purpose of allowing the children to please themselves. What pleases one very soon interferes with what pleases another, and the result is disturbance. But under the principle which we have suggested, the purpose of all the children is to help one another, and the individual rights cease when they interfere with the general good. Here is truest liberty; and such harmonious working together is the result of right discipline. This reasonableness does not imply that there shall be no implicit obedience without question; rather, it tends toward that obedience. A child who recognizes the justice of a teacher's requirements in general, will be ready to go on in particular cases without explanation, because his teacher thinks it best. And there must be times in his experience both as boy and man, when he yields to law without knowing the reason why, but cheerfully neverthe'ess, he believes in his leader. Such obedience to law can never be taught by arbitrary authority. The discipline of the court-martial has no place in the school-room, nor does it result in habitual and thoughtful obedience.

The motive is the important factor in school discipline. Pupils readily recognize the teacher's motive; they are keen observers of human nature; they know when a command is given because the teacher is fretful, impacient or angry, and when it is the outcome of a deliberate intent and constant desire to help the child, or to benefit the school. Children will endure any punishment which their sense of justice shows them is deserved; they will demand fair play for themselves and for others. The teacher who inspires his pupils with confidence in her motive will have little trouble in controlling them.

The children should not only recognize the teacher's general purpose in his discipline, but they should consciously obey the highest motive in their own action. This does not mean, necessarily, the highest motive which the teacher can comprehend, but the highest which the children can appreciate. They should refrain from whispering, not because they fear reproof or punishment, but because they are willing to deny themselves for the good of others; because they desire the teacher's approval and that of their own concience; because they would win the power of self control. It may be necessary in the earlier stages, to appeal to fear of punishment or love of praise, but this should give way to the desire of approval of conscience and the love of right-doing.

H. COPE.

Teacher of Sta. Ana School.

J. Y. PINZON

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Philippine Teachers' Association

EXECUTIVE BOARD

The members of the Executive Board of the Philippine Teachers' Association, taking advantage of the Annual Convention of Superintendents, presented a petition to the Director of Education to the effect that the practice in vogue of deducting the salaries of Municipal teachers because of absences from the classes of the Annual Vacation Assembly held at Manila, be abolished. Dr. Barrows, to whom the petition was handed by the Executive Board in Committee, promised to study the petition over and submit it to the Superintendent's Convention for action, promising further that the Association will be formally notified of whatever might be the decision of the Convention.

Herewith is published in full the petition as submitted to the Director of Education:

Manila, Nov. 19, 1909.

THE DIRECTOR OF EDUCATION
MANILA, P. I.

Sir:—

The Provincial delegates of the P. T. A. in its convention held April 24, 1909 at its central office, instructed the Executive Board to send a petition to the Director of Education requesting the abolition of deduction of salaries in case of absences of municipal teachers attending the Annual Summer Vacation Assembly.

The Executive Board complying with the instruction of said convention, respectfully submits this petition to the Director of Education based upon the following conisiderations:—

1. The Association believes that such a meusure of deducting salaries of municipal teachers when absent from the classes of the Ann. Summ. Vac. Ass. is not reasonable and wise as there exists no regulation of deduction of salaries on those municipal teachers not attending the assembly.

2. The Association understands that the attendance in the Ann. Summ. Vac. Assem. is not compulsory and based upon this fact, there should not exist such deduction of salaries in case of absence.

3. During the three past years hundreds of teachers from the remote towns of the archipelago came to Manila and earnestly applied for admission to the Sum. Vac. Assem, though this had cost then great sacrifices as these teachers had to pay their transportation and their boarding in the city, which expenses are exceedingly greater than the amount they had economized from their very small salaries. This shows that those teachers are very much interested with the work of the Ann. Vac. Assem., and if some of them become absent from the attendance in the classes, it is due not because of lack of will but because of sickness or other unavoidable circumstances.

The Executive Board of the Philippine Teachers' Association in submitting this petition to the Director of Education with the most profound respect, hopes that it will be given favorable action.

Very respectfully,
(Sgned.) GUILLERMO SANTOS,
President.

(Sgned) CAYETANO LIGOT — *General Treasurer.*
(Sgned) ANASTACIO QUIJANO — *General Secretary.*

COMMITTEE OF RIZAL

The Board of Directors of the Provincial Committee of Rizal for 1909-1910 is as follows:

President . . Mr. Pablo del Villar
Vice President. " Antonio A. Tenorio (Pasig Central School.)
Secretary . . " Isayas Angel
Treasurer . . Miss Felisa Bernabe (Parañaque School.)

DIRECTORS

Mr. Pedro Manalo, (Morong Intermediate School.)
Mr. Brigido Santos, (Malabon Intermediate School,)

Owing to the transfer of Mr. Villar from Rizal and the resignation of Mr. Angel as teacher, the offices of President and Secretary of the Board of Directors of the Provincial Committee of Rizal, are left vacant. Mr. Tenorio, the Vice-President of the Committee is at present President *pro-tem-pore.*

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Teachers' Department

CIVICS AND TOWN INTEREST

FOR IV GRADE A

I. (a) Name the officers of your Municipality.

(b) What are the duties of : (a) the Municipal President; (b) Municipal Secretary; (c) Treasurer.

II. (a) Define "Municipal Council" and name five (5)of its most important duties.

(b) Give the names of five (5) Municipal officers of your locality.

III. (a) Give the name of your class society and tell in what ways it helps you.

(b) Explain: (a) "quorum" (b) "commitee" (c) "majority of votes".

IV. (a) What do you mean by "suffrage"?

(b) Give the qualifications (general and especial) of voters in the Philippines.

V. (a) Name the officers that compose the Provincial Board?

(b) Who is the President of the United States? The Governor-General of the Philippines?—

(c) Give the names of the American and Filipino members of the Philippine Commission; the name of the Speaker of the First Philippine Assembly; the delegate or delegates of your province in the Assembly and the governor and Third Member of your province.

VI. (a) What is a "homestead"?

(b) Who can obtain a homestead?

(a) What are the conditions for obtaining and keeping a homestead?

VII. (a) What is the purpose of the government in establishing the Philippine Postal Savings Bank?

(b) Name three (3) advantages of depositing money in the Philippine Postal Savings Bank.

VIII Name three (3) ways in which schoolchildren can make the school-ground beautiful.

IX. How can the town and the town plaza be made more beautiful? (Explain your answer fully)

X Give two (2) reasons why the study of Civics and Town Interest in the schools in very important.

LANGUAGE

FOR IV GRADE A

I. Use each of the follwing words first as statement then as a question: *was*, *does*, *were*, *did*, *is*.

II Define (a) noun; (b) pronoun; (c) adjective; (d) verb: and give an example of each in a sentence.

III Compare the following adjectives: *bad*, *intelligent*, *beautiful*, *sweet*.

IV. Use in correct sentences the comparatives and supertatives of the last two adjectives named in question III.

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V. Change the following affirmative sentences into negative sentences and make all other necessary corrections.

(a) The little Boy study his lesson.
(b) John found her mother's book.
(c) José and Juana are Mrs Reyes pupils last year.
(d) We had many holidays last month.
(e) Juana told his teacher that he will come to school to-morrow.

VI Correct and punctuate the following sentence: John he found a nice little book John took the nice little book home and gave the nice little book to John's sister Mary. Mamy she was very glad and thanked John for the book.

VII. Use the following verbs in correct sentences: *leaves, lives, bring, carry, take.*

VIII. Write the heading, the salutation and the conclusion of a letter that you are writing to-day for your friend.

IX Write a short letter to your teacher asking him to please excuse your absence from the class, stating the reason why you can not come.

X. (a) Write a formal invitation to Miss Josefa Reyes for a dinner, December 25, at 12 o'clock

(b) Write an answer to the above declining the invitation on account of previous engagement.

(c) Write another answer to the above accepting it.

ARITHMETIC FOR IV GRADE A

I *Write in figures and add:*

Four hundred seventy-five thousandths; thirty-five hundredths; four and six tenths; three thousand forty-three ten thousandths; forty-two and three thousandths; six and one tenth; thirty-two and seventy-five hundred thousandths.

II. *Change to decimals and add:*

$\frac{3}{5}$, $\frac{1}{4}$, $\frac{9}{20}$, $3\frac{7}{1000}$, $15\frac{3}{8}$

(b) *Change to fractions*

3.84 .30703; 72 0003; .9002.

(c) Divide 35.25 by .0705; 25.5204 by 5.1.

III. A rich man bequeathed 1/2 of his fortune to his son; 1/7 of it to various charitable institutions and the remainder which was ₱1257.80 to his wife. How much did his fortune amount to and what was the share of each?

IV. (a) Mr. Reyes has a rectagular farm 600 meters long and 300 meters wide; Mr. Rivera's farm is in the form of a triangle and is 600 meters along the west side and 500 meters along the south side At ₱63.50 a hektar, how much more would Mr. Reyes receive for his farm than Mr. Rivera?

(b) At ₱ 14 a meter what will be the cost of fancing Mr. Reyes Reyes' farm.

V. A certain province built a schoolhouse under contract for ₱40,348.98 The contractor spent ₱3,674.64 for the materials used and ₱845 15 for transporting them. He hired 3 master carpenters to work for him at ₱2 a day for 540 days, and 47 carpenters for an equal length of time at ₱1.65 a day. How much did the carpenter make for building the schoolhouse?

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THE FOLLOWING QUESTIONS IN GEOGRAPHY AND ARITHMETIC WERE THE QUESTIONS GIVEN FOR THESE SUBJECTS IN THE EXAMINATION FOR COMPLETION OF THE PRIMARY COURSE (OCTOBER 21, 1909.)

GEOGRAPHY.

I. Define the following: Peninsula, bay, volcano, lake, isthmus. (*10 per cent.*)

II. a. Name four exports of the Philippines. (*4 per cent*)

b. Name two mineral products of the Philippines. (*2 per cent.*)

c. Name two agricultral products imported into the Philippines from Australia. (*2 per ecnt.*)

d. Name two agricultural products of China.

III. What and where are: Good Hope, New Guinea, Saigon, Switzerland, Nile, Antique, Agno, Tagbilaran, Bolinao, Corregidor? (*10 per cent*)

IV. a. Name one large mountain range in each of the following; Europe, North America, Asia, South America, Philippine Islands. (*5 par cent.*)

b. Name two sea-ports of the Philippines, one of China, one of Japan, and one of Australia, (*5 per cent*)

V. a. Name the oceans. (*5 per cent.*)

b. Name five large lakes in North America. (*5 per cent.*)

VI. a. Name the zones. (*5 per cent.*)

b. In what zone is each of the following: Java, United States, Philippine Islands, Spain, Japan? (*5 per cent*)

VII. a. Name and locate the largest city in the world. (*5 per eent*)

b. What are the capitals of the following: India, Germany, France, Canada, Egypt. (*5 per cent*)

VIII. Name one country in the Eastern Hemisphere where each of the following is found: Gold, diamonds, coffee, cotton, wheat. (*10 per cent.*)

IX. What bodies of water would a ship pass througth in going from New York to Manila, if it shoud go through the Suez canal? (*10 per cent.*)

X. To what country does each of the following belong: Australia, Hawaiian Islands, Hongkong, Siberia, Java? *10* (*per cent.*)

ARITHMETIC.

I. Write with figures: Two hundred sixty-seven; three thousand, seventeen; one hundred four thousand, fifty; one million, eitght hundred eleven thousand, five hundred; six hundred six thuousand, six. (*10 per cent*)

II. a. Change to common fractions: 0.25, 0.0480. (*2 per cent.*)

b. Change to decimal fractions: 3/8, 7/20, 9/25. (*2 per cent.*)

III. If four horses cost ₱700.00, how much will 7 horses cost at the same rate? Analyze. (*10 per cent.*)

IV. From a piece of piña containing 24 varas 8-1/3 varas were sold to Juana, 9¼ varas to Josefa, and the remainder to Trinidad, how much did Trinidad buy? *10 per cent.*)

V. A merchant sold 325 sacks of flour for ₱1,381.25. What was the price of each sack? (*10 per cent.*)

VI. If a man bought 360 cavans of palay for ₱2-3/8 a cavan and sold it for ₱2-3/5 a cavan, how much did he gain? (*10 per cent.*)

VII. A farmer raised 46.8 cavans of rice on one field, 30.16 cavans on another field, and 57.9 cavans on another. He sold it at ₱5.10 a cavan How much did he receive for it? Analyze. (*10 per cent.*)

VIII. An abaca farm of 83 hectares yielded in one year 548 kilos of abaca per hectar. If the stripper received 45 per cent of the crop for stripping, what was the farmer's share of the crop? (*10 per cent*)

IX. A farmer bought a rice mill for ₱3,600. He paid one half in cash and for the other half gave his note due in one year and six months, with interet at 6 per cent. How much did he owe when the note became due? (*10 per cent.*)

X. Write out the following account: Felipe Hernandez sold to José Gonzales on credit, May 3, 17 chickens at 45 centavos each; May 7, 24 coconuts at 12½ centavos each; May 16, 7¼ cavans of corn at ₱0.88 a cavan; May 23, 16 gantas of rice at 13 centavos a ganta. What was the amount of the bill? (*10 per cent.*)

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The Month in Review

SUPERINTENDENTS' CONVENTION.

The annual Convention of the Division Superintendents of Schools of the Philippine Islands took place in Manila from the 22nd. to the 27th. of November inclusive. This was the last convention held under the directorship of Dr. Barrows, and in which all the Superintendent force except that of Capiz was present. Com Gilbert, Secretary of Public Instruction presided the Convention over. Many were the important matters treated in this Convention chief among them were:

Uniformity in reports on the service of teachers and matters of promotion and the vacation assembly for American teachers.

Filipino teachers. How may better preparation be provided for? Regulations governing their service and training Training classes, mormal institutes, correspondence studies, vacation assembly.

The discussion on the subject 'The School and The Community" embraced the following phases: Can the Bureau of Education take a school census? Is there need of compulsory attendence? Local School boards. Courses in Civico-Popular lectures. The revised course of study. Extension of intermediate schools. School discipline and definition of principal's and teachers' authority. The Bureau of Education and the new schools of the university. Remarks by Dr. Copeland, dean of the college of agriculture. Recommendation of students for the college of veterinary science.

Two resolutions, oneon Mr. Brink's resignation from the Bureau of Education and the other on the death of Sup. erintendent Jenkin's wife, were passed by the Convention.

RESOLUTIONS ADOPTED BY THE DIVISION SUPERINTENDENTS OF SCHOOLS OF THE PHILIPPINE ISLANDS IN CONVENTION AT MANILA, NOV. 26, 1909.

WHEREAS, Mr. Gilbert N. Brink, Assistant Director of Education, is now retiring by resignation from Educational work in these Islands, and

WHEREAS, during eight years of active service both as Superintendent of School and as Assistant Director of Education, he has endeared himself to all by his uniformly courteous treatment and his ever-ready, generous sympathy, and

WHEREAS, his marked ability, unerring judgment, and broad experience as an educator have been important factors in the success of the educational movement in the Philippines, and

WHEREAS, his conscientious zeal, untiring energy and faithful performance of duty have won for him a high place in the history of this great work

THEREFORE, be it resolved that the Division Superintendents do hereby express to Mr. Brink their appreciation of his high character as a man, of his unfailing assistance and helpful advice as a friend and coworker, and of his ability as an educator, and,

BE IT FURTHER RESOLVED, that Mr. Brink carry with him the best wishes of the members of this convention and their sincere desire for his future success and happiness, and,

BE IT FURTHER RESOLVED, that these resolutions be made a part of the records of this convention and that an engrossed copy be presented to Mr. Brink.

RESOLUTIONS OF SYMPATHY ON THE DEATH OF MRS. JOHN JENKINS

'Whereas, the Almighty, in his infinite wisdom, has decreed that the shadow of affliction darken the home of our friend, John H. Jenkins, and,

"Whereas, Death has deprived him of a beloved helpmate at a time when hope and joy were highest, and the promise of the future brightest, and,

"Whereas, our many recollections of his generous and kindly nature bring us peculiar'y near to him in his hour of sorrow;

"Therefore be it resolved: That the division superintendents in convention assembled convey to their friend and fellow-worker their most profound sympathy ni this great beavement.

"Be it further resolved: That these resolutions be embodied in the acts of this convention; that they be published in the local papers; and that a copy be sent to Mr. John H. Jenkins.

C. H. MAGEE,
G A. O'REILLY,
C. D. WHIPPLE,
Committee

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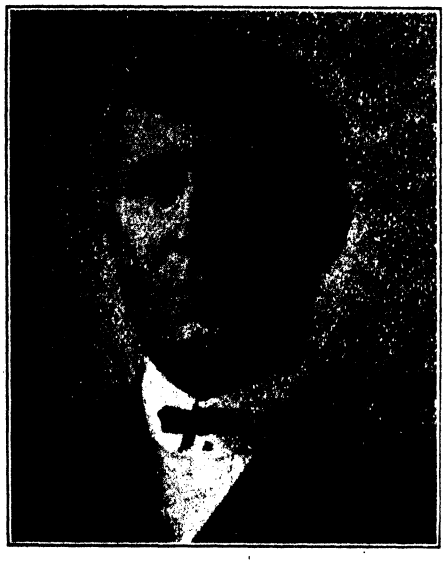
BUREAU OF EDUCATION.

The new officers of the Bureau of Education is as follows:

Director of Education—Mr. F. R. White.
First Assistant Director—Mr. F. L. Crone.
Second Assistant Director—Mr. C. H. McGee.



MR. CHARLES H. MCGEE
Second Assistant
Director of Education.

A "DESPEDIDA"

Under the auspices of the Philomathian Literary Society of the Zambales High School, a dance was given on Nov. 16th for a "despedida" to our Superintendent, Mr. J. E. Corley who left the province on the 24th ultimo. The high school students and Mr. Corley's friends assembled in the high school building to extend to him their everlasting adieu. Governor Alba, after relating briefly the work accomplished by Mr. Corley in the province, and the memory of his friendship that would never be effaced in the hearts of the Zambales people, introduced Mr. Corley to the audience to say a few remarks. Our honored guest told something of his social relation with the people of Negros Occidental, and of this province, with whom he has come in contact. He had no incongruity in treating Americans and Filipinos whom he has met and known in the islands, and believes that every one must go right onward for the right and set the very best example before the people so as to secure the succes in life. In conclusion he expressed his gratitude to the teachers, students and visitors for their good-will.

His Zambales friends wish him every sort of happiness in course of his career.

B. R. CARPIUS.

—The "cut" of Mr. J. Edgar Corley that oppeared in the November issue of this paper represents him in cap and gown as candidate for the the degree of Master of Arts in the Washington and Lee University. Mr. Corley was acting Superintendent of Schools of Zambales and during his administration of the schools of that province he has won for himself many friends who regret his defarture from the province.

EDITOR.

MALATE SOCIAL CLUB

To celebrate the taking possession of the new Executive Board of this Club, its members gave an entertainment in the evening of December 11 at No. 201 Sn. Andres St. Malate, The following program was rendered: 1-Overture by the Orchestra 2-Address by Mr. E. Gervasio. 3-Piano solo by Mr. F. Santiago. 4-Taking possession of the new Executive Board. 5-Address by Mr. J. Juliano. 6 Address in Spanish by Miss C. Buenaventura. 7-Song by Miss F. Sarmiento. 8-March by the Orchestra.

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A LOS SUSCRITORES

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EDITORIAL

Urge la Regularización de los Maestros Temporeros.

Asciende á unos veinte poco más ó menos el número de maestros filipinos permanentes de la Ciudad que han merecido ser aumentados en sus haberes por los buenos y satisfactorios servicios que hasta ahora han venido prestando en sus respectivas escuelas. No tenemos mas que palabras de sincera congratulación á los aumentados, pues no en vano sacrifican sus energías para el fiel cumplimiento de su cometido; y á los que no han recibido ningun aumento no les queda mas remedio que esperar mejor *turno* el año próximo.

Como punto discordante con la nota consignada arriba no podemos menos de apuntar un caso que parece pasar desapercibido, pero que en realidad merece suma atención. Nos referimos al caso de los maestros temporeros. Si comparamos el número de los aumentados con el contingente total de maestros empleados en el Departamento de Escuelas de la Ciudad vemos que aquel número solo representa una vigésima parte.¿ Cabe suponerse acaso que de un contingente de cerca de 400 personas capaces para el desempeño de la profesión solo unos veinte han sido considerados para el aumento? La posibilidad de este aserto se puede deducir sin ninguna dificultad teniendo en cuenta que de los 400, menos de la mitad todavía son maestros regulares ó permanentes, y todos los demás son temporeros. Para éstos el aumento está cerrado.

Los maestros temporeros, así como los permanentes, ocupan cátedras, consumen las mismas energías, trabajan el mismo número de horas, y están sugetos á las mismas disposiciones. ¿ En que se diferencían pues? Solamente en el nombre, y es porque aquellos no son graduados de la Escuela Normal del Gobierno ó no se han sugetado á los exámenes que prescribe el Servicio Civil. En el report anual que los maestros supervisores hacen de la eficiencia y aptitud de los maestros de su distrito, sabemos á ciencia cierta que muchos de los maestros temporeros prestan servicios muy satisfactorios que á tener dichos maestros acceso al aumento de sueldo serían recomendados para ello anualmente.

Como toda sugestión es siempre provechosa sí se

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la da con ánimo de hacer un bien, permítanos sugerir á nuestros hermanos, temporeros en la profesión, que depongan la fría é indiferente actitud en que hasta ahora han permanecido para ingresar en el servicio como maestros regulares. Es en extremo triste y lamentable que año tras año se observe que solo dos ó tres de los maestros empleados como temporeros se sugetan á los éxamenes del Servicio Civil para hacerse regulares, y que los demas casi en su totalidad se hallen muy resignados y conformes de su situación. ¿Acaso encuentran razones poderosas para insistir por cuatro ó cinco años en el carácter de temporeros?

Nosotros abrigamos la firme convicción de que todos nuestros hermanos temporeros han pretendido entrar en el servicio no para hacer de él solo un *modus vivendi*, sino tambien con la ambición de alcanzar por medio del adelanto y constantes y empeñados esfuerzos los mejores y altos puestos que el Buró de Educación pudiera con el tiempo confiar al maestro filipino.

Piensen pues, sobre este punto de interés personal y colectivo. Aquí está empeñada la dignidad del maestro filipino. Si siempre hemos hablado de la capacidad del maestro filipino es porque la hemos probado y seguimos probando en todos los cargos que requieren tacto, habilidad y responsabilidad; ¿más qué deplorable consecuencía se podría deducir sí el número de maestros temporeros aumenta progresivamente y el de los regulares ó pernamentes disminuye gradualmente? Ojalá que el tiempo no se encargue de confirmar la respuesta de esta cuestión.

Resolución de Condolencia.

"UNION ZAMBALEÑA"

COMITÉ DE IBA.

Junta General Ordinaria Celebrada en 28 de Noviembre, 1909.

Oficina del Secretario.

Enterado el Comité del inesperado fallecimiento de Mrs. Bertha Lois Jenkins ocurrido en esta localidad el dia 20 de Noviembre de 1909.

A moción del vocal Cleto Arnedo:

POR CUANTO la difunta Mrs. Bertha Lois Jenkins es la señora de Mr. John H. Jenkins, Superintendente de Escuelas de División de Zambales:

POR CUANTO Mr John H Jenkins ha venido y viene desempeñando el cargo de Superintendente de Escuelas en esta provincia con un interes y actividad poco comunes, por tanto,

SE RESUELVE POR LA JUNTA GENERAL, enviar como por la presente se envia á Mr. John H Jenkins la más alta y sincera expresión de sentimiento y simpatía de todos los miembros de este comité por tan triste y lamentable aludido fallecimiento de su señora.

SE RESUELVE ademas que se saquen tres copias de esta resolución para ser enviadas una, á Mr. Jenkins, otra el periódico "FREE PRESS" y la tercera al "THE FILIPINO TEACHER" para sus respectivas publicaciones.

Certifico que la anterior es un verdadero estracto de las particularidades acordadas por la Junta General de este Comité en su sesión celebrada el dia 28 de Noviembre de 1909, en la Escuela Municipal de este municipio.

BERNARDO ELAYDA.
Secretario del Comité

Pedro Concepcion
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NOTICE

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Sección Pedagógica

El Régimen de las Escuelas

ELEMENTOS DEL PODER DE GOBERNAR LAS ESCUELAS

El poder de gobernar una clase ó una escuela no descansa, como muchos creen en tener al dedillo todos los contenidos en los textos que se usan en las escuelas, sino en la habilidad de tener dominio sobre sí mismo y en la capacidad de disponer como conviene y hacer eficaces los medios empleados para la educación.

Para todo buen gobierno, tanto divino como humano, debe existir un *sistema;* es un requisito imprescindible para llegar al colmo del éxito en toda empresa por ardua que sea; es un medio para poder tomar el enorme peso de la responsibilidad que impone la cultura de la infancia. Los factores del sistema son tres: el *Tiempo*, el *Lugar*, y el *Método.*

El *Tiempo.*—¡Cómo admiramos en todas ocasiones el orden que reina en una casa bien arregleda, y cuán grande es nuestro deseo de vivir en ella! La familia está siempre poseida de todas las felicidades que se puede imaginar. El padre desde su aposento sonríe de alegría. Porqué todo esto? Por la sencilla razón de de que toda la gente de la familia, cumpliendo fielmente el programa dado por el padre, se levanta, se retira á descansar, toma su comida, trabaja y se recrea á hora fija, con lo cual se impide la confusión y se proporciona la tranquilidad y bienestar. De aquí se ve claramente que un maestro debe tener un programa fijo, proporcionando empleo adecuado para cada alumno durante cada parte del día escolar. Debe saber bien intercalar los estudios que les recrean y deleitan á sus alumnos entre los otros que les requieren grandes esfuerzos mentales y físicos. En fin, debe dar á los alumnos un trabajo suficiente para el tiempo fijado en su programa, y no más que suficiente; y así estableciéndoles é inculcándoles la base del buen gobierno.

El *Lugar.*—El tener un lugar para cada cosa y cada cosa en su propio lugar, es tan importante al maestro como al amo de casa ó al labrador en su choza. Tener las cosas desparramadas ó desordenadas, es señal infalible de incapacidad para ejercer el cargo del magisterio. El maestro ó profesor debe ser el modelo de orden y aseo. Si un maestro da sitios para libros, para instrumentos de gimnasia ó recreo, para el estudio, para recitaciones y para trabajo, conseguirá mucho más facilmente que haya buen orden en la escuela, y al propio tiempo estará formando en sus alumnos el hábito muy precioso de vivir y obrar ordenadamente durante su vida, cosa que es muy esencial para un buen ciudadano. Hablando francamente como coeducador, algunos de nosotros los que formamos los hombres de mañana, somos algo negligentes en esta parte, por lo que no debemos dejar pasar desapercibido este punto, si no queremos ser responsables de esta debilidad. Por esto no quiero decir que todas las costumbres desordenadas de los niños son debidas á nuestras negligencias, porque en parte son debidas á sus padres ó tutores, sino que como deber nuestro no debemos escatimar todos los medios posibles para destruir esas malas costumbres obtenidas de padres que ignoran por completo el valor de poner las cosas en su propio lugar, porque tales costumbres pueden ser los microbios que destruyan el orden y la tranquilidad de una vida pacífica. No olvidemos aquella antigua máxima. "Tal es el maestro cual es el discipulo."

El *Método.*—Todos los movimientos en la escuela deven ser ejecutados con militar precisión (si cabe la frase). En las entradas y salidas de los niños; en levantarse y sentarse en sus correspondientes asientos, en la táctica escolar y en todos los ejercicios debe haber uniformidad y exactitud. De este modo se emplea todo tiempo utilmente, y los niños adquieren, sin haberlo noticiado, el hábito de obedecer y obrar pronta y correctamente y aprenden á moverse colectivamente.

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(Se continuará)

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SECCION LITERARIA

El Bouquet de Flores Silvestres

A mi buena amiga Feling Aquino.

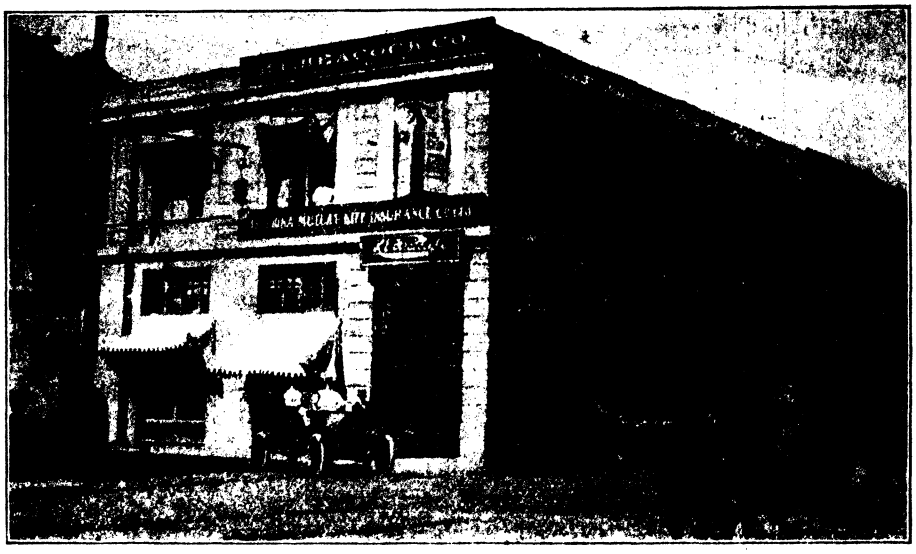
Era una mañana deliciosa del 23 de Junio de 1905. Los moradores del pueblo de X....estaban aun entregados en su mayoría en brazos de Morfeo. Apenas los primeros rayos anunciadores de aquel fausto día se despuntaban por el horizonte despejado de nubes, una agitación y algazara ponían en movimiento á los habitantes de la casa del acaudalado comerciante D. Florencio Garcia. A juzgar por los preparativos que en aquella casa se hacían, se podría facilmente comprender que se trataba de una boda que dentro de unos instantes se iba de realizar.

En efecto transcurrido esiasamente media hora, en elegante milord tirado por brosos caballos se apeó el novio vestido de riguroso etiqueta. Al subir las escaleras y apenas hubo entrado en el salón, le encuentra la novia, la predilecta y hermosa hija de D. Florencio. Carmencita que así se llamaba ella, estaba radiante y vislumbrante de esplendor. No podía menos de tener su razón aquella extraordinaria elegancia, toda vez que aquel día marcaba el acontecimiento más solemne de su existencia.

Como ambos contrayentes pertenecían á familias de la alta sociedad, y muy conocidas tanto por su opulencia como por su cultura y amable trato, no era de extrañar que tres días antes de la boda, valiosos y exquisitos regalos de sus numerosas amistades acudieran en tropel en casa de Carmencita, como temiendo que á no ser por circunstancias imprevistas pudieran faltar á la etiqueta de la sociedad llegando los regalos tarde. Así es que aquella mañana, el espacioso cuerto destinado para presentes de boda estaba completamente abarrotado, representando en total una fortuna considerable.

Se verificó la boda en la iglesia del pueblo con toda la solemnidad y magnificencia á que son acreedores los cónyuges. La unión de aquellos dos séres santificada ante el altar de Dios, esparcía la felicidad á todos cuantos se hallaban á su alrededor. Terminadas las ceremonias nupciales, Carmencita asido del brazo de su amante esposo salió del templo radiante de alegría y felicidad.

POLIZAS DOTALES



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A unos pocos pasos de la puerta la comitiva de la boda se detuvo para abrir paso á un anciano mendigo que hacía esfuerzos de introducirse como buscando á alguien de entre los de la comitiva. Al hallarse frente de Carmencita se paró y arrodillándose, con lágrimas de alegría en los ojos la entregó un bouquet de flores silvestres como humilde y sencillo presente de boda. Carmencita muy emocionada no halló frases de agradecimiento para expresar más que una ligera inclinación de cabeza, y todos los presentes sorprendidos de aquel acto inesperado prosiguieron su marcha, comentando cada uno á su manera aquel extraño incidente.

Aquel anciano no era otro, que el mendigo á quien Carmencita solía dar limosna desde su balcón, y cuando se enteró de la boda de su bienhechora quiso á pesar de sus escasas fuerzas demostrar su gratitud presentándola un regalo que si bien no podía ser valioso pero que al menos la sirviera de recuerdo. No pudo hallar más que las flores silvestres que encontró á su paso, pues no podía proporcionarse de otra cosa, así es que cuando entregó el bouquet á Carmencita las lágrimas afluyeron á sus ojos como expresión de cordial felicitación.

Tres días despues del enlace, en conversación familiar el esposo de Carmencita, comentando el incidente del mendigo la dijo: "Sabes que tiene mucho ingenio aquel viejo presentándote con un bouquet de flores silvestres, precisamente momentos despues de la boda!"

Ella, con la sencillez que la caracteriza, contestó: "No creas, aquel viejo con su bouquet no ha hecho más que probar que tambien los pobres, saben cumplir con las reglas sociales. Asi es que humilde é inignificante como es su regalo lo he colocado al lado de los objetos de más aprecio y valor".

Así fué en efecto el bouquet de flores silvestres de aquel viejo mendigo tuvo tambien preferente lugar en el cuarto destinado para presentes de boda.

Carmencita, de alma candorosa, educada en los santos principios de la igualdod de los hombres ante Dios, de corazón siempre propenso de prestar ayuda al desvalido y al necesitado, nunca ha concebido la idea de que el rico sea en extremo superior y más digno de atención que el pobre. Para ella no ha existido jamás esa barrera ni esa división.

Pasados algunos años el viejo mendigo murió. Cuando se enteró Carmencita, días despues de la muerte del viejo, una sentida plegaria brotó de sus labios, única ofrenda que por sí sola es valiosa ante Dios.

¡Ojalá que séres como Carmencita halle siempre á su paso el desheredado de la suerte y así no será larga ni espinosa la senda de su Calvario!

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¿Qué es esto, corazón?.. te creí muerto...
Por qué tiemblas así, por qué te agitas
En tu sepulcro destrozado y yerto?
¿Acaso una pasión?... Me da pavura:
Si un tiempo resistí sereno y fuerte,
Me falta ya valor en la tortura,
Y otro dolor me causará la muerte.
Aun el amargo dejo hay en mi boca,
De ese cáliz fatal que apuré un día;
Hoy si mi labio, por mi mal, lo toca...
¡Oh, no lo quiera Dios!... sucumbiría..
Recuerdo pertinaz nubla mi frente,
Mi juvenil valor siento agotado;
Quiero acabar siquiera indiferente
El valle que infeliz he atravesado.
¡Silencio, corazón, duerme y olvida
Que fuíste niño y que sentir supiste;
La lumbre de tu fé se halla extinguida,
Duerme en la noche de tus dudas, triste!
Agonizante ardor, chispa postrera
Que por mi helada sangre se desliza,
No puedes ya existir, porque la hoguera
Que ardió voraz, se convirtió en ceniza.
¡Buscas aun la dicha en el camino,
Para encontrar el fin de pena tanta,
Sólo el miraje que ama el perigrino,
Y más se aleja, mientras más le encanta!
¡A..!..¿buscas á...? ¡Delirio triste!
¿No está la llama de tu fé extinguida?
¡A...! ...¿lo crees aún?...¿piensas que existe?...
¡Silencio, corazón, duerme y olvida!

"COMFORTED, P..."

Manila, 21 de Octubre de 1909.

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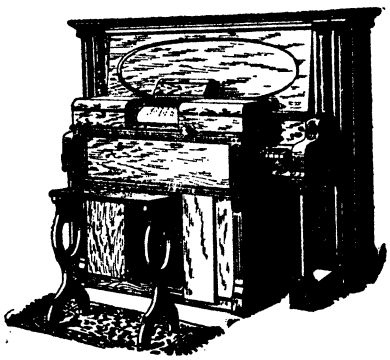

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IMPORTADOR

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El Alma de la Raza

(Poesia declamada por la Srta. Amanda Teopaco en la última velada qne celebró la Academia de Derecho "La Jurisfrudencia")

Mi raza tiene un alma que es alma de titanes
Sangre de Solimanes
corre por sus arterias que siempre latirán.
Tiene el pecho templado al fragor de la guerra.
Bajo sus piés de atleta se estremece la tierra,
porque enciende sus nervios la fama de un volcán.
Es tricolor su enseña... Tiene el azul del Arte,
la blancura del lirio y la rojez de Marte,
por tres timbres gloriosos de su ilustre blasón.
Sonríe si le hiere la silbante metralla
Es su soñada gloria caer en la batalla.
teniendo por sudario su santo pabellón.
Es suave como el ritmo de las flautas bucólicas.
que ensaya dulcemente, en notas melancólicas,
entre las verdes cañas la brisa vesperal
Fuerte como el «tamaraw» de las selvas malayas,
como el caimán enorme que custodia sus playas,
cual las eternas fraguas del Apo y del Taal,
Escala enhiestas cumbres, conquista hondos abismos,
jamás sucumbe en lucha contra los despotismos
del extraño poder.
Se lanza cantando himnos á la turba enemiga,
el Ideal por gladio, y por triple loriga,
la gloria de su patria, el honor y el deber.
Es sílfide ligera de fantásticos vuelos,
virgen como sus selvas, azul como sus cielos,
ciclón en los combates y céfiro en la paz
Tiene furias de trueno y cantos de canario.
Paloma, màs no huye del águila rapaz.
Sabe pulsar la cítara con melodioso acento,
lúgubre como un cisne, triste como un lamento,
si se siente morir.
Sabe pulsar la cítara en arpegios bullentes,
como del champagne rubio los topacios hirvientes,
cuando su pecho embriaga la dicha del vivir.
Inspiran sus cantares las campiñas de flores,
las brisas de la sierra, los alegres rumores
del bosque tropical,
la lluvia que desciende en perlas diminutas,
los oros del crepúsculo, las sombras de las grutas
y el épico tumulto del fiero vendabal.
El alma de mi raza tiene ensueños románticos.
Calma sus pesadumbres con amorosos cánticos,
en idílicas noches bajo un claro fulgor
Sonríe cuando mira la pensativa luna
rielar sobre las ondas de una inquieta laguna,
fingiendo dulce calma ahogando su dolor.
Sonríe cuando escucha en la blanca mañana
los acordes de un canto que un pájaro desgrana
en las frondas de un bosque virgen de humano pié
Sonríe, aunque padece, cuando triste vislumbra,
del muriente crepúsculo en la leve penumbra,
los recuerdos lejanos de su imperio que fué.
Es río que serpea bajo cañaverales,
copiando en el encanto de sus claros cristales
la azul inmensidad
Pero es también océano que derrumba montañas,
cuando en el seno obscuro de sus vastas entrañas,
hiere en iras volcánicas su sed de libertad.
El alma filipina es tierna en sus amores,
profunda en sus tormentos, serena en sus dolores,
ardiente en su pasión.
Si le es grata la vida, y son sus sueños de oro,
hay en su boca rosa, cual tímpanos en coro,
de risas argentinas eterna floración.
Es ánfora de encantos, palacio de grandezas,
castillo de heroismos, santuario de bellezas,
refugio de los besos del oloroso Abril.
Con su bolo en las lides indómita guerrea,
y con su dulce flauta, cual ave que gorjea,
celebra sus amores bajo un tibio pensil.

. . . . . .

. . . . . .

¡Hermanos en la Ideal... ¡Nuestra raza es divina!...
¡Es grande y sacrosanta el alma filipina!..
¡Digamos, pues, un himno por su gloria inmortal!
Y tú ¡oh Fama!,recorre del mundo los confines,
y al són de tus clarines
pregona las grandezas del pueblo de Rizal.

CLARO M. RECTO.

Octubre 27, 1909.

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"Katubusan" "Katubusan"

(REDENCIÓN)

REDENCION DE LA MISERIA

La Sociedad Anónima *Katubusan* y *Redención* Fabrica de Tabacos, Cigarillos, Picadura y Mascada, es una Corporación genuinamente filipina; es y debe ser siempre la que merezca la protección de todos los filipinos en general y de la clase obrera en particular, porque redimirnos todos de la miseria, es el fin por que se ha fundado esta institución.

El que se asocie al *Katubusan* y se acostumbre á fumar nuestro Cigarrillos y Tabacos hará dos grandes obras de caridad: una consiste en procurarse asi mismo vida larga próspera, y otra, en proteger á la clase obrera de Filipinas, que es la dueña verdadera de esta Sociedad.

¿QUEREIS SER SOCIOS?

Desde el dia 2 del presente Junio esta Sociedad ha empezado á vender acciones de la 2.a Serie, de su Capital Social. Una sola persona puede tomar acciones de -P- 2.00 á 500.00.. Pueden pagarse las acciones personalmente por los interesados, ó por sus mensajeros, ó por medio de correo certificado, y los títulos correspondientes les serán remitidos inmediatamente. Diríjase, si desean más por menores á la Secretaría, establecida en el edificio de esta misma Fábrica.

Calle Jolo, 308, 310 y 312.

BINONDO, MANILA.

"KATUBUSAN"

"KATUBUSAN" "KATUBUSAN"

"Katubusan" "Katubusan" "Katubusan"

¿IBIG NINYONG UMANIB?

Ang *Katubusan*, ay Samahán sa Pagpapagawa ng Tabako, Sigarilyo, Ginayat at Maskada, Kapisanang ganap na pilipino, at siyang kinakalinga at dapat kalingain ng madlang kababayan, lalo na ng mga manggagawa, sapagka't kaya itinatag ito'y upang matubos tayong lahat sa karálitaan.

Kung kayo'y sasapi sa *Katubusan* at parating Tabako't Sigarilyo namin ang inyong hihititin, ay dalawang malaking kawanggawa ang inyong gagawin una'y hahaba at magkakapalad ang inyong buhay, at ikalawa'y matutulungan ninyo ang bayang manggagawa sa Pilipinas, na siyang tunay na namumuhunan at nangangatawan dito.

PAGTUBOS SA DALITA

Ipinatatalastas sa lahat, na patuloy ang pagtanggap sa mga ibig sumapi sa Samahang ito. Kasalukuyan nag bukas ang Ikalawang Ak la ó *Serie* ng mga *acción* na siyang maaaniban. Makikasapi ang isang tao mula sa ₱2.00 hanggang sa ₱500.00. Ang halagang isinasapi ay madadala ó maipadadala sa pamamagitan ng koreo *por certificado* at padadalhan naman agad ng mga ukol na katibayan. Makipagtalastasan sa iba pang bagay sa Kalihim ng Samahan na nasa Bahay-Pagawaan sa mga karaniwang oras.

Daang Jolo blg. 308, 310 at 312, Binundok, Maynila S. P.

"KATUBUSAN"

Sección de Noticias

NUEVA DIRECTIVA.

El comité de la P. T. A. de la provincia de Rizal ha elegido nueva Directiva para regir dicho comité, habiendo resultado de la elección lo siguiente:

Presidente . . . . . Sr. Pablo del Villar.
Vice-Presidente . . . . . „ Antonio A. Tenorio.
Secretario . . . . . „ Isaías Angel.
Tesorera . . . . . Srta. Feliza Bernabe.
Directores . . . . . Sr. Pedro Manalo.
„ Brígido Santos.

NUEVO PERSONAL.

Con la marcha del Dr. Barrows del Buró de Educación, este negociado ha sufrido un cambio radical en sus altos puestos. He aquí como está constituído el nuevo personal del ramo de educación: Director Mr. Frank R White; 1er Auxiliar, Mr. Charles H. Mcgee; 2º Auxiliar, Mr. Frank L. Crone. Nuestra enhorabuena.

TRASLADO.

La Escuela intermedia de Meisic se ha trasladado al nuevo y elegante edificio construido por la Ciudad en el distrito de Tondo. El traslado tuvo lugar el 29 del mes próximo pasado. Con la premúra en que se vió obligado la escuela para trasladarse á dicho edificio, no se celebró ninguna ceremonía inaugural.

FELICITACIÓN.

A mi amiga Gregoria Santos.

Desde lejos presiento la llegada del día que por vez primera besó tu inmaculado frente, día en que principió á latir tu vida de encantos y de belleza adorable. ¡Cuanta alegría rebosa en mi alma la venida del 28 de Noviembre, día de tu santo!

Un bouquet de flores y mi corazón te ofrendo. Ya sabes que eres la única á quien he abierto todos los secretos de mi corazón y mi alma entera.

Qué voy á dedicarte más? Acúerdate solo de aquella rosa que puesto en un jarrón solitario lograste regar con tus cariños.

Que el cielo sin nubes, que el resplandor de la luna, y que las estrellas derramen en tu vida muchas felicidades, y Dios pluguiera que conserves lozana tu juventud y el perfume de ese amor inmenso y santo que sientes.

Y sobre el afecto de tus padres, y hermanos vibre tu corazón de bondad.

Tu amiga

Diciembre 9, 1909.

DIMISIÓN

La dimisión de Mr. Gilbert N. Brink como 1.er Director Auxiliar del Buró de Educación tuvo lugar el Sábado 27 del mes próximo pasado, habiéndose embarcado en la mañana del mismo día en compañía del Dr Barrows para Estados Unidos.

UN NUEVO NORMAL SCHOOL

El Secretario de Instrucción se propone levantar un soberbio Normal School. En los nuevos edificios que comprenderá, se instalará la Escuela de Artes y Oficios y la de Comercio. Se destinan ₱189,000 para las obras.

Se asegura que el conjunto de los nuevos *buildings* puede rivalizar al mejor *Normal School* de América.

Mariano M. Celis

Maestro de Obras, Agrimensor Licenciado por el Bureau de Terrenos del Estado y Profesor de matemáticas puras.

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DE

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IMPRESIONES DE MR. BRINK

Sobre Instrucción en la Provincia de Pangasinan

El estado de educación de aquellas provincias es muy satisfactorio. Las escuelas provinciales, municipales y de barrios están muy concurridas. El vecindario ha comprendido que la instrucción es la base del progreso de un pueblo. Se nota, sin embargo, en los mismos vecinos, cierta apatía en cooperar y procurar el mejoramiento de la enseñanza en sus respectivos municipios.

Las escuelas de barrios dejan algo que desear y el sueldo de los maestros municipales son muy exíguos. Pero en general, el ramo de la instrucción en las provincias que Mr. Brink ha visitado, es de todo punto laudable.

Una de las buenas impresiones que Mr. Brink ha traido de su viaje de inspección es lo referente á las escuelas primarias. Los alumnos de dichas escuelas profesan verdadero amor al cultivo de las plantas, que ha dado por resultado la formación de hermosos jardines escolares.

Este sistema de educación de los niños es muy util para la vida práctica del ciudadano. Primeramente se la inicia al niño á apreciar el valor de la propiedad, luego el costo de su trabajo y más tarde los buenos métodos que deben emplearse para la mayor y mejor producción de los cultivos

Este, pues, es el objeto del buró al implantar en sus escuelas este ramo de instrucción.

CONFERENCIAS MÉDICAS

En el Institulo Normal de Batangas

En el programa del curso normal celebrado el mes pasado en la cabecera de Batangas y en el que tomaron parte unos 150 maestros municipales, figuró una serie de conferencias médicas. Estas se dieron dos veces por semana, durante las seis semanas del curso, durando cada conferencia de 30 á 45 minutos.

A fin de curso se distribuyó entre los maestros un cuestionario en tagalo, versando sobre dichas conferencias y á modo de examen. El Dr. Losada organizador de las citadas conferencias, queda encargado de la apreciación de los trabajos de los maestros.

Es innegable la utilidad de esta innovación en los normales de maestros Otras provincias seguirán indudablemente el ejemplo.

He aquí los temas:

Preliminares sobre ideas generales de higlene popular, ligeras nociones de Patología y Terapeútica, y utilidad de esta enseñanza á los maestros municipales, para que á su vez, puedan dar conferencias repetidas en las Escuelas de sus barrios y actuar como sanitarios remunerados en los casos de epidemia.—Por el Dr. J. Losada.

ANTONIO M. MAÑALAK
MÉDICO

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EL BURÓ DE EDUCACIÓN

El nuevo Director de Educación ha procedido al reparto del trabajo en su oficina como sigue.

Director White: presupuesto, nombramientos, ascensos, disciplina, cursos de instrucción y selección de libros de texto.

Director auxliar Crene: supervisión de las oficinas tanto en Manila como en provincias, distribución en distritos de las divisiones escolares, asignaciones y traslado de maestros, revisión de gastos, selección de local y construcción de edificios escolares.

Director auxliar Magee: selección de material de escuelas que no sean libros de texto, distribución en provincias de las propiedades escolares. Será también el representante del director en la oganización, mejoras y supervisión de la enseñanza industrial.

NOTAS SOBRE LA PROVINCIA DE CAMARINES

—El Superintendente de División de las Escuelas de Camarines escribe diciendo que el baguio de 28 de Octubre último ha causado grandes daños á los edificios de las escuelas de Parakale, Mambulaw, Kapalonga, Indan y otros pueblos de Camarines Norte. La casa-escuela de Mambulaw esta situada cerca de la playa y todo lo que contenía, hasta los objetos de los alumnos, fueron arrastrados á la bahía y perdidas.

D. E. P.

Víctima de rápida emfermedad, falleció Mrs. Jenkins, esposa del Superintennente de la división escolar de Zambales.

Nuestro pésame á la familia de la finada.

EXISTENCIA ESCOLAR

El superintendente de Negros Orientales participa que en la provincia hay 14,995 jóvenes matriculados en todas las escuelas.

—El de Iloilo informa que tiene 19,538 alumnos. Y el de Sámar 16,993.

EL NUEVO HOSPITAL

Se ha terminado la construcción de los ocho edificios que componen el nuevo hospital general del gobierno, á excepción del edificio de administración. Las obras comenzaron el Diciembre pasado constando ₱530.804, bajo la supervisión directa de Harry Turber, del «Manila Constructión Company». Abarca 140,000 pies cuadrados. Es el más grande Hospital del Oriente, que será montado con todos los adelantos y necesidades modernas de la ciencia.

Los ocho edifiicios separados comprenden la cocina, el pabellón médico, el dormitorio de las nurses la sala de operaciones, la farmacia la administración y la sala de enfermedad.

CLASES DE TAGALOG

Entre el personal de instructores de la Y. M C. A. figura nuestro querido amigo, el conocido escritor tagalog Sr. Sofronio G Calderon, como instructor de la lengua tagala.

La Y. M. C. A. consagra especial interés á la educación de la juventud cristiana, y cuenta con una magnífica biblioteca que está á disposición de los jóvenes de Manila.

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NOMBRADO

—Mr. J. C. Muerman queda nombrado Superintendente de escuelas en la vacante ocasionada por la dimisión de Mr. C. H. Magee. Mr. Muerman se encuentra actualmente en los Estados Unidos; mientras éste está ausente de las Islas ocupará interinamente dicho cargo Mr. L. L. Coleman, de Jaro.

FUSIONADA

La escuela de chinos situada hasta hace poco en la calle Asunción núm. 72 se ha fusionado á la Escuela primaria de Meisic, por hallarse el edificio ocupada por aquella en estado ruinoso.

ERROR

Por un error de caja el artículo pedagógico de nuestro querido colaborador *Kalí* apareció en la *Sección Literaria* en lugar de aparecer en la *Sección Pedagógica* del número del mes próximo pasado. Confiamos que la buena discreción de nuestros amables lectores habrá subsanado esta equivocación.

AL CARGO

Desde el 1.º de Enero volverá á hacerse cargo de la Dirección de la Edición Castellana de esta Revista el Sr. Leoncio R. Gonzales.

DIMISIÓN

Con fecha 15 de este mes, ha presentado dimisión del cargo de Presidente del Centro ejecutivo de la "Philippine Teachers' Association", el Sr. Guillermo Santos, por motivos justificados.

A RIZAL. 30 DE DICIEMBRE

El día 30 de Diciembre es día luctuoso pero glorioso, fecha de una caida pero marca una resurrección. El apostol cayó sellando con su preciosa sangre sus doctrinas patrióticas para libertarnos del yugo de la cruel esclavitud y dejando por legado á la posteridad su nombre simbado de luz que adora un pueblo.

El día 30 de Diciembre cuyo solo recuerdo hace latir las fibras delicadas del corazón filipino, el día que no solo el espíritu admira sino se arroba y enagena ante aquella grandeza de alma, el día que ha impreso carácteres de sangre en las páginas de nuestra naciente historia Nacional, fecha que el frenético grito de redención cayó inerte bajo el peso de cadenas y acción infame de la tiranía, el cuerpo del malogrado Dr. Rizal que con su generosa sangre regó los veraces campos de Bagumbayan; pero aquella sangre fué un eco sonoro que despertó de su letárgico sueño al ave de la libertad que dormía caidas las alas bajo el pecho del pueblo filipino, fué un rayo destructor que al destruir llamó la vida y destruyó todos los fuertes elemento de la esclavitud que nos oprimía.

Rizal fué sin duda el que más ha sembrado ideas libertarias para su pueblo como un nuevo Cristo que trajo la antorcha para iluminar la oscuridad que cercaba á sus compatriotas. El cayó pero redimió á su pueblo. Se puede decir que "en su caida alcanzó la señalada victoria."

Sus obras, son un libro abierto para las filipinos, en el presente y en el porvenir.

Su muerte por su patriotismo y por la regeneración social del pais, le colocan al lado de Washington y otros heroes orlado con el nimbo, de inmarcesible gloria.

Jovenes, que estais en el amplio campo de la educación procurad seguir sus enseñanzas é imitar sus virtudes civicas.

Nosotros los de Puerto Princesa school desde esta arrinconada provincia queremos tambien rendir tributo á la memoria del Verbo de la redención, del horoe legendario, del Apostol de las libertades filipinas, uniendo nuestra humilde voz al concierto de alabanzas que se le tributa en todos los ámbitos de Filipinas.

Sirva esta publicación de humilde laurel entre las mil que adornan la tumba del martir.

SERRA.

Puerto Princesa School 1909.

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PATNUGOT-TUDLING

Lubhang Kailañgan

Ng̃ bago idáos ang Asamblea ng̃ mg̃a Superintendente ng̃ mg̃a páaralan ay nálathalâ na isá sa mg̃a súliraníng doo'y pagtátalunan ay pagbubukód-bukod ng̃ tungkulin ng mg̃a prinsipals at teachers.

Marahil kung kayâ pag-uusapan ang ganitog̃ súliranín ay sapagkat waláng umíiral pang kautusán na mapagbábatayan nang mg̃a gurô sa panunupad nang tumpakan sa kaniláng hawak na tungkúlin, ó kung sakali't mayroon man ay lubhâng napakalabó, at ito ang dahilán kung kayâ di máaninaw, kung hangang saán ang guhit na matútungtug̃an ng̃ bawa't isá.

Napágtalunan kayâ ito? Marahil, at inaasahan naming sa taóng darating ay matàtalastas ang nagig̃ wakás ng̃ pinágusapan.

Di mag̃yayarig̃ magpabayà ang mg̃a nasa itaás na di husáyin ang kagúluhan námamalas sa may dakog̃ ibabâ pagka't ito'y katungkulan. Bukod sa rito'y kapág ang gurô ó prinsipal man ay di naúunawâ kung hangang saán ang nasásaklaw ng̃ kanyag̃ tug̃kulin at karapatan, pagka,t kung walag̃ tungkulin ay walag̃ karapatán, ay di maáantay na lahát ng̃ gagawín ay na samatwíd at nàa ayos gaya ng̃ siyáng dapat gawín, palibhasá'y alinlag̃an sa mg̃a ginagawâ, at sanhî sa alinlag̃an ito, tulóy sumásaguwâ ó kaya'y lumálampas sa tadhanang gúhit na dapat ikilos.

At anó ang ibinubug̃a ng̃ kasaguwang itó? Ang mg̃a sumusunod:—Unang una, ang págyayabág̃, paniniíl at págmamapurí ng̃ sumasaguwâ at ang lahat na ito'y ipinalalagay na tumpák at tamà sangayon sa sarili't malíng pagkabatíd sa kanyang paglilinkod; ikalawá, ang madalás na pagkakasumag̃an ng̃ dalawang karapatán, pagka't pag ang isa'y nag̃ag̃amkam, kahi ma't labás sa kanyang bakúran, ay di mangyayri na ang inágawan ay magpabayà ó mabawasan ag̃ angkín karapatán, at ang di namán pag imík isáng pág-papatúnay na di maalám mágpahalaga sa kanyang pag aarí ó dahilán sa di alám kung alín ang tunay na kanyá. Dito rin nagmumulâ ang pagbibigatan ng̃ loob, pagiiriğan at pagtatániman na totoóng laban sa ikapagtatamo ng̃ magandag̃ hangá na siyang tug̃o at layon ng̃ kapwâ pinaglálaanan ng̃ pagod at samasamag̃ nagsísigawâ.

Marami pa kaming mababangít na nagiging hantug̃an ng̃ di pagkakawawâan ng̃ nahihingil sa bawat

SPRUNGLI & CO. Daang David blg. 28 MAYNILA

Nagbibili ng̃ gatas na walang halu "MARCA OSO"

MURA KAY SA IBA

Tumatangap kami nang mg̃a pabisin sa mg̃a Lalawigan

isá, ğuni't sa paguumanhín sa pagkakataóng itó, sukat na ang ilalahad sa sumúsunód.

Sa isá sa mğa tanyág na páaralan nitong Maynilá ay nağyari na ang prinsipal dahilán sa págtatapós nğ klase ay humiğî nğ tig lilimang pisong ambág sa kanyang mğa gurô, upáğ gugulin sa kasáyahang idáraos sa páaralan. Ang ibá, sa katákutang di mapalooban ang pita nğ kanilang principal ay di tumutol at muntiman at niyakap ang malaking halagá na sa kanila'y ipinilit nğ laban sa kalooban. Datapwa't ang ilán ay nagsitutol at nağatwiran di káya ang ganoóng halagá na itatapon sa walang lubhang kapararakan. Ang wika nğ prinsipal "kailağan ang halagáng itó kaya't bawa't isa'y áambág." Ang isá sa mğa tumútol ay temporero na bukod sa apat-napú lamang ağ sahod ay wala pang kita kung panahón nğ págpapahiğá, kaya't nğ ibigáy ang kanyağ ambág ay sinabayán nğ malakás na buntóğ hiniğa. Ağ wika nğ pinágbigyán "kuripot itong si.....may buntong hiniğá pağ malálim nğ iábot sa akin ağ limáng piso."

Anó ang mabubukò sa loob nğ mğa mambabasa sa ganitong nangyarí? Di ba ito'y ang nagígiğ dúlo nğ di pagkakawatasan nğ *iyó* at *akin?*

Mayroon namán, at di ílán, na nabábatíd ağ ganáng kanya at ang sa ibá, dapwa't kuğ bakit ang kanya'y di mapásiyahan nğ boong kalayaán at tuwîna'y ináhihigî nğ tùlot ó nagsasağguni sa ibá, at kung waláğ "VISTO BUENO", gaya nğ sa isáng among, di na makapágpapatuloy sa kanyağ balak. Ang mğa kilos na ganito'y udiók nğ págmamarikit, págmamagaling, págpapaalipin, at sa maliwanag na sabi'y páglalağis.

¡Iyán ağ busábos nang dilánğ busábos!

Mágpakatalino tayo mğa kabábayan. Wariin natin ağ lahát nğ galaw, hakbáğ at lakad nating ginágawì. Huwág hağarín ağ ikabubuti nğ ating SARILI kuğ siyang ikápapahamak namán nğ sa ibá.

Lagi na'y dápat unáhin at ipaibabaw sa lahát ang págpapamalas na tayo'y maykaya sa anomáğ tungkulín hináhawakan.

Mátaas dahil sa kasapatán itó ang matwid.

Alberto F. Barretto
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¡Kapuri-puri, datapwa't kataka-taka!

Salamat at pamahalaan na rin ang nakakapansin na ang gugol sa mga paaralan ay di sapat sa madlang pangangailangan. Salamat sa masusi nilang pagsusumikap at ngayo'y humihiling sa Kongreso ng E. U. ng gayóng halaga, upang itulong sa naghíhikahos na kaban ng Kag. ng Pagtuturo. At dito'y malinaw — singlinaw ng kristal — na mababakas, na ang presupuestong laan ay kakaunti, di sapat at nararapat dagdagan, at huwag pagtípíran.

Ngunít — patawarín ako sapagsasaysay ng katotohanan — nalalaman pala na ang ating mga paaralan ay nangangailangan ng gayo't ganito upang lumusog at mabuhay sa gitnâ ng pagsulong, bakit. at anong naisipan at binawasan pa ang halagang isang daan at limangpung libong pisong pilak ang dating presupesto gayong nalalaman palang higit pa sa binawas na iyon ang ngayo'y kinakailangan?

Ngunit hintay: Sa ginawang pagbabawas, talos natin hálos mga gurò ó linkód na pilipino ang nasaktan at sa katunaya'y di birobirong pagbabawasan ang nangyari sa mga gurong taga lalawigan; datapwat gayon mán sana'y ang binawas na ito ay iukol na sa ibang pangangailangan, gaya kung nangangailangan ng mga bagong bahay paaralan.

Datapwa't ang katakataka'y kung bakit nga nagbawas gayong ang kagawaran pala ng pagtuturo ay nangangailangan ng malaking gugol, at lalo parin katakataka ay kung saan iniukol ang natang git na binawas di kalabisang sabihen dito na ang binawas na iyon ay nauwî sa kaha dahil sa pagtítipid ó kaya'y ang binawas na ito ay gínawang kapupunan sa mga gugulin ng ibá naman kagawaran, datapwa't alin man dito ay dapat ipagtaka, sapagka't maging sa pagtitipid ay di karapatdapat, sanhi sa napakaliit na laang gugol ay di sapat, gaya ng pangangailangan ngayon kaya't humihingi ng gayong kalaking halaga. At maging ang binawas na iyon ay naging kapupunan sa mga gugulin ng ibang Kag. ay lalo at lalong hindi pa rin, dapat sapagkat katotohanang di mapupuwing na ang Presupuesto ng mga Paaralan ay api at natatangi sa iba't ibang presupuesto ng iba sa mu'â-mulâ pa, sapagka't malaki ang págtingin ng pamahalaan sa mga kawani ng ibang Kag. kay sa mga kawanî nang mga paaralan, at makapupô paring higít sa mga gurông pilipino.

Ang kahilingang ito ay mabigát; hindi, sapagka't nagbawas at saka hihingi sa Kongreso pa namán ng E. U. kungdí pa rin sa kung bakit hihingi doon, gayong dito namán kung talagang gagawín ay may magagawâ upang umawás sa naglalakihang sahod ng maraming kawanî nang ating pamahalaan.

Ang pagtitipid ay dapat at karapat-dapat sa ating katayuan; dadapwa't ang pagtitipid ay doon sa dapat pagtipiran at di dito sa tungkol ng pagsulong sa ilaw ng kabihasanan at kasanayan.

Ito'y huwag akalàin ng pamahalaang pangungunang bait sa kanya, ni huwag ding akalàin ng may malaking sahod na kawanî na ito'y isa ng págkaing git sa kanilang kapalaran; hindi kungdí ibig lamang ipakilala rito ang talagang karampatan at makapagsiwalat kami ng aming niloloob at dinaramdam.

Nguni't magpatuloy tayo: kung sasabihen namán ng pamahalaang na ang pagbabawas sa malalakígg sahod ng maraming kawani ay di dapat at ang mga ito'y nangangailangan pa rín ng lalong biyayâ ó págpapataas ng kanilang mga sinasahod ay may katwíran na marahil siyang doon na nga humingi sapagka't kapus palad tayo sa ating kapalaran.

MIGANT.

Bati.

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Suliranin sa loob ñg klase.

Mga tugon sa katanungan ni G. M. Antonio.

Unang tanong:—Ano ang marapat at mabuting gawing paraan upang ang isang batang walang guinagawa sa loob ng Klase, kundi ang maglarò at mangbulahaw ay maihilig sa katahimikan at pagaaral?

Sagot:—Upang maihilig sa katahimikan at pagaaral ang batang gangayaniyan, kinakailangang gawin ang manga sumusunod:—(a) pangaralan; (b) ipakilala ang halaga nang karunungan; (c) kuentohan nang maigsing kasaysayan na kakukunan ng mabuting halimbawâ, gaya ng isang buslo ng mga na nahaluan ng isang bulok at sa kalauna'y nahahawa sa iba, na sa paraang ito'y dapat itapon, at pandirihan ang bulok na iyan, gaya rin naman ng pandidiri ng marami sa may sakit na nakahahawa; (d) amuamuin, sapagkat marami sa mga bata ang nakukuha sa ganito; (e) datapwa't kugdi siya makuha sa mga paraang nauna, ang guro ay dapat magpacienciang gumawa ng maraming "Motto" at idikit sa "walls" ng kuarto, at ng kailan man, makagawa ang isang bata ng laban sa kaayusan, ay agad maituturo ang ibig sabihen ng "Motto;" (f) kun ang lahat din ng nangauna na, ay di pa sapat sa isang batang napakapilyo, ang maestro'y dapat ng gumamit at magpakilala ng kanyang kapangyarihan; bigyan ng mahigpit na gawain at ito'y sapilitang ipagawa, bantayan ó pabantayan, at sa ganito'y dapat maguing iisa ang pangungusap ng guro; kug ang bata ay totoóng napakapilyo na upang mawala sa simbuyo ng kagalitan ang isang guro, nararapat sadyain ang magulang ng batang iyan ipagbigay sabi ang malabis na kabalastugan ng kanyang anak; isanguni kun ano ang kayang pasya: hinging ang kanyang tulong at pahintulot.

—*Ikalawang tanong:*—Kun ang klase'y ay lagui na lamang sa kaingayan at upang ito'y masugpo alin-alin ang mga paraang dapat gawin ng isang guro.?

Sagot:—Ang mga paraan ay ito: (a) pangaralan, (b) ipakilala ang malakas na pagsulong ng pagaaral kun ang lahat ay tahimik; (c) kun nagbababag ó nagtutuksuhan, itanong sa klase kung anong hayop iyong kung magkalapit ay nagaaway at nagbabangisngisan, at pagkatapos maitanong ay ipaturo sa mga kasamahan kung sino-sino sa loob ng klase ang nakakatulad noon; (d) kung kainan naman ng kainan at nagi-ingayan sa pagkakainang ito, (ito'y madalas mangyari) itanong sa klase kung anóng hayop yaong walang pahinga ng nguya at huni at kung maturingang kambing ay ipaturo naman kung sino sa loob ng klase ang nakakatulad noon; (e) kung sa munting malingid naman ang maestro'y nagkakaingay ay itanong naman kung anong hayop iyong kung wala ang kinatatakutan ay laruan ng laruan; at kung maturingan daga ay itanong kung sino ang parang mga daga; (f) ipakilala na sila'y mahal ng gayon na lamang sa guró kun kayat ayaw niyang makikita na sila'y di nagaaral at naglalaro lamang, sapagkat ang pagaaral ay kanilang ikabubuti at ikaguiguinhawa; (g) ipakilala rin [illegible] ang guro ay kanilang matalik na kaibigan at di caaway na gaya ng palagay ng mga batang napaparusahan; sapagkat ang pagpaparusa ay bunga ng matimyas na pagmamahal, at sa baluktot ay tumutuwid; (h) kun minsan naman ang ingay ay nakukuha sa di pagimik ng maestro sa kasalukuyan ng kaingayan; (i) datapwa't kung hindi pa makuha sa mga naunang kaparaanan ang maestro'y bapat magmahigpit at magparusa sa may kasalanan, lamang, ay ingatang huwag makalabag sa kautusang pinaiiral. Ang guro pagkaraan ng pagmahigpit ay kinakailangan ang magpakita ng guiliw pagkatapos ay mulit muling ipaalaala na ang guinawa, niyang yaón ay dala ng kanyang pagmamahal din sa kanila.

Ikatlong tanong:—Kun ang bata'y madalas na di masok at kadalasan pa'y nahuhuli, kahit na walang gaanong dahilan, upang mailagan ito alin-alin ang mga paraang dapat isugpo ng isang guro?

Sagot:—Ako'y sang ayon na kay *G. Robinson Crusoe* ngunit tanging maisususog sa nasabing palagay ay ang pagkakaroon ng disciplina sa loob ng klase, samakatwid ay dalawang bagay ang totoong kailangan: Ang tulong ng mga magulang at disciplina sa loob ng klase.

GERÓNIMA P. JACOBO.

Tondo Primary School.

Arbor Day

Ng ika 13 at 14 ng Agostong nagdaán ay idináos ang Arbor Day sa paaralang bayan ng Bakood, Kavite, ng boóng dingal at sinaksihán ng makapal na mánonoód. Ng ika 13 ay nagaroón ng mga palarô at isa doo'y ang ating tubigán na ginanáp ng mga batáng babae't lalaké. Hinandugan ng ganting palá ang nanalog kopon.

Kinábukasan ika 14 ng umaga isang mahábag prusisiyon ag inilibot sa mga tanyág na daán, na inakbayán ng mga nagsisipag-aral sa mga nayon at loób ng bayan Bakoód, at Imus, mga gurô, "Consejo Municipal" at banda ng musika. Sa katapusán nágkaroón ng talumpatían at timpalák. Sa kinagabihan ng araw na itó, isáng marigal at manignig na "velada" ang idináos ug boóng ayos at tumpák, laloglaló na ang isang Taghál Tagalog na pinamagatán Tadhaná ng Panahón na lubhâng kinalugdán ng mga nakikinig.

Sa wakás nawa'y magkaroón sa madaling panahón ng bagong bahay páaralan ang mga batáng taga Bakood, pagkat isáng híhip na malakaslakas pa ng hagin, walag salag di dadapâ ang kasalukuyang páaralan, na kung kayà di pa nabubuwál, marahil, dahil sa habág sa mga batang masisipag pumasok araw-araw kahit masamâ ang panahón.

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"Pangarap ni Rizal."

(Handog sa Kabinataan ng aking Lahí.)

I.

Dakilang watawat ng isáng tagumpay
Sagisag tangulan nang Lahì ko't bayan;
Timbulan sa laot nang kapanganiban
Patnugot sa landas nang katotohanan;
Taga-turò twîna sa lakad nang buhay
Sa sariling arî'y marunong magmahal;
Budhîng walâng gulat sa kapalalùang
Inaasal dito nang nanunuluyan.

II.

Walang takot, sindák, parating may balà
Parating may kimkim nang isáng kalingà;
Parating may asám na ikalalayà
Nang bayang malingap sa mga timawà,
Mithîng katutubò, palagìng sariwà,
Sa tangkay nang nasà'y nagpapadakilà;
Matibay na saksíng may pagkatiwalà
Na ang bayan dito'y may muog pa't kutà.

III.

Walang bígong kilos na dî nagsasaad,
Na, dî nagtátalík nang isang liwanag;
Walang bigong hakbang na dî nagbabakás
Nang pagsulong doon sa dakong itaas;
Ang bawa't salitâ, ang bawa't pangusap.
Ang bawa't kathâin nang mga panulat:
Ang lahat nang ito'y buong nagtatapat
Na ang tubò rito'y dî lubhâ nang hamak.

IV.

Ang bawa't likhâin nang muràng isipan
Silbi nang patunay sa nagpaparatang
Na, ang taga-rito'y mga táong parang;
Ang paggusap twîna, niyong karunungan
At paglináng pati sa lalim nang hukay:
Balibaligtari'y salaming malinaw
Na may lahì pa rin sa dulong Silangan
Na, nakalalasap nang sinag nang Araw.

V.

...¿Mga sino ito?... ang Kabinataan
Diwà nang pag-asa sa kinabukasan;
Mayaman sa tampo nang sariling buhay
Palibhasa'y anak nang isáng timtiman;
Saganà sa hirap, salat sa palayaw
Mulat sa parayà nang pinaglagakan;
Datapwâ't . . . gayon ma'y hindî rin masindal
Bagkus nag-uulol ang kasigasigan:
Iyan ang binatà, PANGARAP NI RIZAL
Sa bayan ko't lahì,y maingat magmahal;
Marunong gumamit nang isip na buhay
Nang lakas at sipag na dî nasasawan,
May bait, may dunong, hinhin karangalan
May pag-uugaling tapat at marangal;
Matapang at hindî marunong masilaw
Nî hindì mangimî sa harap nino man;
Suson-susong hirap ay kinakalamay
Ang puyat, ang pagod ay kinakalaban,
Sa sinop nang buhay ay dî naghuhumpay
At walang sandalî, ma-gabi, ma-araw
Na dî, dinuduklay itong kahirapan;
Ang sungit nang dilim ay dî kailangan
At dî nadadarang sa ngit ngit ng araw,
Pagka't walang hagap kungdî maitanghal
Ang puri naug bayang pinagkautangan
Nang buhay at diwà sigla't kamatayan:
Iyan puring laong niyurak-yurakan
Kahapon at maging sa kasalukuyan;
At puring sa ngayo'y pinagpipilitang
Iluklok sa tampok nang kadakilaan
Nang mga bayani nang Kabinataan,
Tagumpay nang bukas nang lahì ko't bayan.

MIGUEL ANTONIO.

Tangos Nabutas.

"Diálogong Tagalog"

"LIMPIA BOTA"

(Karugtong)

Simón:—

Mga kaibigan atin siyang akitin
sa patag na daa'y piliting akayin;
ating pagtulungan siya ay himukin
pagkat nahahabag ako kung malasin.
Manghinayang tayo sa kahabághabág
kung pababayaa't hindî imúmulat
ang bulág na ísip, ang lagay na hamak
na lagi ng inis, na lagi ng hamák
Háyo, kaibigan Juan at kausapin
kausapin natin at pilit-pilitin
ayaw-ayaw man siya'y ating amukiin
arala't iturò ang gawang magaling.

Juan—Kung ikaw nga ba naman kaibigan ay sumama na sa aming magaral ay di.....magiging marangal mabuti at wasto kang taw sa hinaharap. Iwan mo na ang paglilimpia-botang iyan, at huwag kang manghinayang sa isang salapi ó tatlong peseta mong kinikita araw-araw. Hayâan mo na iyan at sa atin namang mga bata ay kinakailangan munang magaral bago maghanap-buhay at ang ating mga magulang dapat mágarugâ, magpaaral at magsilbi hanggang di tayo lumalaki.

"L. B".—Minamasarap ko nga kaibigan ang mahalaga ninyong mungkahì, nguni't ¡Ay!.. sayang na pagaakala, pagkat bago ko pa lamang namamasdan ang karurukan ng mataas na salungahin, iyang karurukang kinatitirikan ng inyong binabanggit na Karunungan ay dahop at wari ko ba'y nangangalay na ang mga bisig ko at katawan.

"Simón".—Talinhaga ang sinasabi mo.

"L. B".—Hindi kaibigan at siyang matapat na ako ay walang sukat pagkunan.

"Simón".—¿Wala kang sukat pagkunan?.. at ang iyong mga magulang.

MIGUEL ANTONIO.

Tondo Primary School.

(Itutuloy.)

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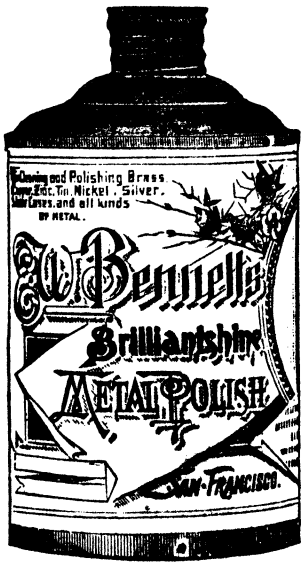
BRILLIANTSHINE

LIQUID METAL POLISH

A Perfectly, Easily -:-
Applied and Non—
Injurious Metal -:- -:-
Polish -:- -:-



Producing a Quick, -:-
Brilliant and Lasting -:-
Lustre -:- -:-
Once used—Always used

QUICK SHINE-NO DUST-NO MUSS.

IT IS FAR SUPERIOR TO ANY POLISH NOW IN USE

IT WORKS EASILY AND QUICKLY

PRODUCES A WONDERFUL BRILLIANT LUSTRE ON

Brass, Copper, Silver, Tin, and all kinds of Metals

BRILLIANTSHINE CONTAINS NO ACID NOR ANYTHING INJURIOUS TO METAL OR HANDS.

WRITE US FOR BOOKLET AND PRICES ON THIS WONDERFUL METAL POLISH

LAMBERT--SPRINGER COMPANY

SOLE AGENTS

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